

ИННОВАЦИОН ҲОЯЛАР, ИШЛАНМАЛАР ВА УЛАРНИ ИШЛАБ ЧИҚАРИШ ҲАМДА ТАЪЛИМДА ҚЎЛЛАШНИНГ ЗАМОНАВИЙ МУАММОЛАРИ



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Хулоса қилиб айтганда, Алишер Навоий фалсафий карашлари шаклланишида Ф.Атторнинг “Мантикут-тайр” достонининг муноҷот ва наът қисмларида берилган тавҳид, фалсафа ва илоҳиёт масалаларига доир ғоялари етакчи манба бўлиб хизмат қилган.

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РАЗВИТИЕ ПРОФЕССИОНАЛЬНО-ПЕДАГОГИЧЕСКОГО МЫШЛЕНИЯ БУДУЩИХ УЧИТЕЛЕЙ ИНФОРМАТИКИ

Shoirahon Bilalkhanovna Akhmedova,

head of department of methodology of exact and natural sciences of the regional centre of retraining and improvement of professional skills of workers of national education at Andijan State University named after Z.M.Bobur

Abstract. Nowadays formed creative persons are claimed in all education spheres and modern life, especially it is necessary to underline in an education sphere. As, they move and drive scientific, technical and social progress.

Key words: Technical and social progress, creative thinking, professional thinking, pedagogical ideas, means of transformation, pedagogical process, functional-operational, organizing activities, communicative activities.

Аннотация. На сегодняшний день образованные творческие личности востребованы во всех сферах образования и современной жизни, особенно следует подчеркнуть в сфере образования. В нашей современной средней школе уделяется недостаточное внимание творческому развитию личности. Глобальные перемены, происходящие в нашем современном обществе, выдвигают необходимость переосмысление, как на развитие творческого мышления, так и на подготовку будущих учителей к формированию творческого мышления учащихся.

Ключевые слова: Техническое и социальное продвижение, творческое мышление, профессиональное мышление, качественные особенности, педагогические идеи, средства преобразования, педагогического процесса.

Professional thinking is one of thinking forms. The given form has a number of distinctive features and properties: activity - reformative position of the subject of thinking; specificity of object of thought which the object of studying or work is not, and all co-operating system; individualizing thinking, generalized knowledge; validity.

Professional thinking of teacher - is the difficult formation characterized by an originality of structure, substantial and practically - effective funds, qualitative characteristics and orientation on the decision of practical problems on transformation of activity and person of the pupil. The initiative and responsibility should distinguish the modern teacher, requirement for constant updating and enrichment of the knowledge, safely to make innovative decisions and actively to put ability them into practice.

The way of thinking of teacher is included in pedagogical activity and directed on the decision of problems specific to it. It is search of pedagogical ideas, means of transformation of pedagogical process. Object of knowledge of teacher - pedagogical reality including person and collective, maintenance, forms and methods of teaching and educational process, pedagogical situations and phenomena. The pedagogical thinking exists as process of the decision of pedagogical problems.

The primary goals solved by the teacher is ideologically-moral, labour, aesthetic and physical training. Each of them consists of more private problems. So, for example, the problem of intellectual development includes formation of system of knowledge, development of informative processes, thinking. Each of these problems is realised through more concrete making - formation of concepts, cogitative actions and operations, interests etc.

Actually pedagogical purposes are reached constructive by - working out of thematic plans, plans-abstracts of lessons, designing of the concrete educational maintenance, organizational forms and training methods in the logician of the decision of those or other pedagogical problems.

Constructive problems (plans) are embodied during life owing to the decision of organizational (working out of forms of training, the decision of specific targets) and communicative (on dialogue) problems.

By using formalization means, is possible to present standard model of pedagogical thinking of the teacher. It includes the purposes intellectual, labor, ideologically-moral, aesthetic and physical training; project-constructive problems, results of the decision of various problems.

As indicators of development of professional thinking following characteristics were used: the relation of quantity of correctly solved experimental pedagogical problems to set of the problems entering into standard model of cogitative activity of the teacher (professionalism factor); the qualitative analysis of the decision of problems on the basis of the scale of levels of the decision developed by us, J. A. Ponomareva based on the concept about development of the internal plan of activity.

There are various points of view, various approaches to definition of features of creative thinking. Most often describe creative thinking, being guided on an estimation of novelty of an end-product, through a number of processes of the decision of problems and characteristics of the tasks necessary for generation of creativity.

Application of the integrated approach to research of creative thinking admits the majority of experts in the field of creativity. The creative thinking in this case is considered as the complex ability including as divergent, and converted components. The creative thinking is connected with certain lines of the person.

The management of processes of interaction, communications, dialogue in system «teacher - pupil» cannot be anything other, except as business of pedagogical art. Art of the teacher is shown and how he or she builds lesson, and in what ways it will

organize independent work of pupils, and how he or she finds contacts and the necessary tone of dialogue with pupils in those or other situations of a school life. It defines a problem of development of creative thinking of the teacher.

According to the maintenance of leading forms of professionalism of teachers is possible to allocate the basic criteria of formation of pedagogical thinking: professional efficiency, professional productivity, professional efficiency and the highest level - professional maturity.

The professional maturity testifies to possibility of the teacher adequately to learn and optimum to resolve pedagogical problem situations. The optimality of the pedagogical decision includes correctness, profitability, efficiency, and creativeness. Creativeness is understood as creative possibilities (ability) of the teacher which are shown in thinking.

Thus, creativeness is most brightly shown only at "high" levels of formation of pedagogical thinking. To the greatest degree creativity is present at functioning of pedagogical professional thinking. Teachers who have situational conceiving creativity practically is absent.

From positions of mental faculties - the creative pedagogical thinking is the difficult ability including as covertness, and divergent component, sensitivity to problems and ability to redefinition. Redefinition – is ability to change the planned way of the decision of problem if it does not satisfy to those conditions which are isolated in the course of the decision and cannot be considered from the beginning.

The important stage of professional development of the person is the period of vocational training which assumes purposeful development of knowledge, practical skills and abilities, formation of valuable representations, professional-important qualities.

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МАКТАБГАЧА ТАРБИЯ ЁШИДА ТАБИАТ ҚЎЙНИДА МЕҲНАТ ФАОЛИЯТИНИНГ ИЖТИМОЙ-ПСИХОЛОГИК ХУСУСИЯТЛАРИ

Т. Г. Сулейманова, М. Исақова

Резюме: Мақолада мактабгача тарбия ёшидаги болаларнинг шахс ва индивидуаллигини шаклланиши жараёнида табиат қўйнида ўтказиладиган меҳнат машғулотларининг ижтимоий психологик аҳамияти ёритилган.

В статье освещены социально- психологические особенности трудового воспитания в природе в процессе формирования личности и индивидуальности детей дошкольного возраста

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Илмий нашр

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УЛАРНИ ИШЛАБ ЧИҚАРИШ ҲАМДА ТАЪЛИМДА
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мавзусидаги

Халқаро илмий-амалий конференциянинг

1-секция материаллари

Муҳаррир	А. Запаров
Техник муҳаррир	Р. Умаров
Мусахҳиҳ	М. Алиев
Саҳифаловчи	У. Саломов

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